SEP 27 1926
PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 11

September 27, 1926

TEN CENTS A COPY
BY THE YEAR, $3.00

What Books Do You Need?

Arithmetics? The answer is **Hamilton's Essentials of Arithmetic**
(Published in a two-book, a three-book, and a six-book edition.)

Geographies? The answer is **Brigham and McFarlane's Essentials of Geography**
(Published in a two-book and a four-book edition with special state supplements.)

Spellers? . . The answer is **Pearson and Suzzallo's Essentials of Spelling**
(Published in a two-book and a three-book edition.)

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Now Ready—The Sixth Reader

OF

The Pathway to Reading

COLEMAN - UHL - HOSIC

The thoughtful habits of reading which this series establishes at the very outset, together with the varied character of the content through which these reading habits are developed, have secured unparalleled success for the readers from the time of the publication of the Primer a year and a half ago.

Beginning with the Fourth Reader, carefully motivated suggestions introduce every selection, thereby establishing a right reading attitude. Each selection is followed by questions and directions which represent a great advance in material of this character. Silent reading exercises and test lessons occur at frequent intervals throughout the series.

Seven books of the series are now available — Primer and first six readers; also teachers' manuals and cards for the lower books.

SILVER, BURDETT AND COMPANY

New York Newark Boston Chicago San Francisco

READINGS IN CIVIC SOCIOLOGY

Selected and Edited by

EDWARD ALSWORTH ROSS

Professor of Sociology, University of Wisconsin

and MARY EDNA MCCAULL

Teacher of Civics, Lincoln High School, Des Moines

This collection of readings has been made in order that students of civics and elementary sociology might have readily available significant, authoritative materials which amplify the subject and make more evident the true line of major trends of American society. The book is intended to be used along with textbooks in the field such as Ross's *Civic Sociology* and others, the teachings of which it illustrates or confirms by statistics and the opinions of leaders.

A total of 156 selections from 95 different authors and from public documents have been included. They are grouped in 28 chapters which deal with important topics, and questions on the readings are given at the ends of chapters. These selections are designed to enable the student to see clearly and understand the changes which society is undergoing. They provide the needed background and supplement in a definite way courses in civics and sociology as required for high schools, normal schools, and junior colleges.

Cloth. xvii+398 pages. Price $1.80

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland and Manila

The Revised Edition of

WENTWORTH-SMITH-BROWN'S JUNIOR HIGH SCHOOL MATHEMATICS

Thousands of teachers depend on these books for a well-balanced course in everyday mathematics. The Revision has been in the direction of greater simplicity, closer coördination, more drill work and timed tests. Book III covers the algebra of the usual first-year course.

Book I, $0.92 *Book II, $1.00*

Book III, $1.20

Boston **GINN AND COMPANY** *New York*

Chicago Atlanta Dallas Columbus San Francisco

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR SEPTEMBER 27, 1926

EDITORIALS:—

The Crime of Repeating 255
Profanity Outlawed 255
Super-Original 255
A Million for History 256
Pan-Pacific Essay Contest 256
Hints for Hallowe'en 256
Important Professional Departure 256
Elda L. Merton 256

VISUAL EDUCATION OF THE FUTURE 257
By Joseph B. Egan

SENATOR CHARLES CURTIS 258
By J. A. Stewart

PERSONAL AND PROFESSIONAL 259

CO-OPERATIVE VOCATIONAL EDUCATION 260
By Roland L. Pike

THE SCIENTIFIC MOVEMENT IN EDUCATION 261
By James E. Russell

ACQUIRING READING SKILLS IN STUDY PERIODS 262
By Elda L. Merton

CITY OF CHILDHOOD 265
By A. E. Winship

EXPERIENCE (Poem) 266
By Rustic Bard

A FULL-YEAR SCHOOL FOR MEMPHIS 267

CHARACTER CHATS 269
By Joseph B. Egan
The Old Dame Who Lived in a Shoe 269
The Two Potters 269
Will Power 270
Everything Responds to Love 270
Autumn 271

EDUCATION IN ACTION 272
TREND OF THE TIMES 274
BOOK TABLE 275
GRINS BETWEEN GRINDS 277

Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

The Crime of Repeating

IT has been our slogan for many a day that it is usually a crime to have a pupil repeat a year's work. Our reasoning has been that usually the cause of non-promotion is a combination of system folly and teacher tradition. It results from trying to make a race horse out of a Percheron colt and a truck horse out of a thoroughbred. It takes neither wit nor wisdom to know whether a colt is to be a truck horse or a race horse, and it is stupid not to know whether a child at the end of a third grade can profit by a traditional course of study or not, and if he cannot profit by it, it is criminal to hitch the thoroughbred boy to a heavy load or to make a Percheron boy try to run on a race track.

Profanity Outlawed

WE have called attention occasionally to the fact that public sentiment has eliminated profanity from decent society, that it has been entirely eliminated from movies, but the climax of decency was reached on September 1, when a prize fighter, politely called a boxer, was fined one hundred dollars and can never box or prize fight in Illinois again, and one of his crimes was profanity.

Super-Original

IN the selection of a principal for the Hirsch Junior High School of Chicago, all candidates were required to make a written report upon their attitude on one of the following subjects, and also upon three subjects of their own choosing:—

1. Make a program for the Hirsch Junior High School, or the Roger Sullivan Junior High School, seventh and eighth years, 1,000 seventh, 800 eighth, equal number of boys and girls, using the Chicago program of studies.

2. How would you organize the library in a junior high school of 2,000 pupils and what purposes should such a library serve?

3. How would you organize educational guidance in a junior high school of 2,000 pupils?

Everyone whose answers were at all satisfactory appeared before the full board of superintendents for an oral examination.

A Million for History

EX-SENATOR Albert J. Beveridge of Indiana is chairman of a committee of the American Historical Association to raise a million-dollar endowment fund for research in American history. Eleven main tasks are planned, covering practically the entire range of national historical research.

The American family will be placed under the historian's reading glass, while other studies will cover problems in American history—such as international relations, immigration, sectionalism, the common law, American business, agriculture and rural life.

Other projects call for inventories of the nation's manuscripts, public and private; the listing of state and community archives, issuance of a publication of historical topics, a survey of the work of state, local and special historical organizations, with the view of stimulating and correlating their activities, and the award of small grants to individual scholars to enable them to meet the expenses of research in their chosen fields.

Pan-Pacific Essay Contest

THREE-quarters of the population of the globe live in countries bordering on the Pacific Ocean, and Pan-Pacific Progress is promoting a Pan-Pacific Essay Contest for 1927. The subject must be a noted character, event or topic connected with some country other than his own. The following are suggested topics: America—Washington, Lincoln, Roosevelt, Franklin, The American Constitution. Latin Americas—Columbus, Cortez, Pizarro, Bolivar, Juarez. Japan—Iyeyasu, Kano, Hokusai, Yoshihito, Yashistune, Bushido. China—Lao-Tse, Mencius, Confucius, Kublai Khan, Li Hung Chang, Yuan Shih-kai, Marco Polo. Russia—Pushkin, Gorki, Peter the Great, Tolstoy. Philippines—Jose Rizal, America's Responsibility in the Philippines.

Hints for Hallowe'en

THE Chicago teachers chose Hallowe'en last year as a test of the working of their civic teaching in school. They made so big a success of it that it was praised by all the Chicago papers and, through the Associated Press, by newspapers generally throughout the country. To follow up the success of last year and to make Hallowe'en an occasion of hearty fun without the bad manners and violations of civic conduct so common on this festival, the Chicago Principals Club has prepared a circular of "Hints" by which the teaching in the school can be made to function outside on this occasion. If you send a stamp to the Principals Club, 315 Plymouth Court, Chicago, you can have a copy of their circular.

Important Professional Departure

SUPERINTENDENT E. E. Lewis of Flint, Michigan, joins the faculty of the Department of Education of the University of Ohio. This is the most significant educational event of the season.

This is the first time in the present trend of hectic psychology that a straight-out, everyday superintendent, unbedecked with dangling degrees, has been asked to help prepare teachers to work under straight-out, everyday superintendents.

Now that Columbus has taken this unusual course we are reminded that Ohio universities have never been seriously affected by Columbia, Chicago or Stanford. They have had unusual personality.

It will be highly interesting to watch the evolution of Lewis as a professor. He has never been broken to harness for team work. He has always given signals, rather than watched for them. It will be a new experience for him, as it surely will be for the rest of the faculty.

He is brilliant, super-brilliant when he breaks loose among the other professionalists. One of the most dazzling performances we have ever enjoyed in the National Education Association for more than fifty years was the bolshevistic demonstration of Mr. Lewis at a meeting of the Department of Superintendence. We shall watch Lewis at Columbus with passionate interest.

Elda L. Merton

WE BEGIN in this issue a series of Method Articles by Miss Elda L. Merton, assistant superintendent of schools of Waukesha, Wisconsin, author of the most vital and vitalizing seat project work of which we have known. She is one of the really eminent women of the younger group, a woman with a rare combination of scholarly taste, ardent devotion to children, brilliant creative genius and masterful command of English. We consider ourselves most fortunate in having secured her articles for our readers. She knows what teachers need and knows how to meet their needs attractively. She has demonstrated this in several highly important ways so that the characterization of Miss Merton as a genius in methodology is justified by her achievement.

Visual Education of the Future

By JOSEPH B. EGAN

FOR countless generations teachers have been laboriously training the conscious mind. It has been stuffed with data relating to arithmetic, history, geography, science and the like. It has been a reservoir into which adult intelligence has sweated, pumping those things which were supposed to lie stored there for use later on in life.

The new education is just dawning. Teachers are beginning faintly to understand that any education of the conscious mind is bound to be more or less superficial and transitory unless there has been concurrently carried on the education of the unconscious mind. It happens, however, that the unconscious mind cannot be educated in the regulation way. It is too elusive. It is too deeply seated to be reached by the devices that have been the standby of the education of the conscious mind. Its development must be by absorption, just as a plant grows through assimilation of a suitable food supply. Herein lie the new values of the visual aids offered by motion pictures. Herein lies, also, the failure of the present-day educational motion picture supply.

Imagine, for a moment, a motion picture of the coming era; clear, clean-cut, swift in action, inspiring in every detail, with one single title at the beginning, "The Alps in Summertime." Imagine a thousand feet of this, opening a window through which the child looks out on the majesty of crag and peak against the pale purple of an Alpine sky. No words said; no titles to distract; just an entrancing trip of the child's soul among uplifting scenes. Perhaps the conscious mind will ask questions later of the alert teacher, but for the present the unconscious mind is left to itself to record with photographic exactness its millions of inspiring notes.

The gist of what I have to say is this: Let us create inspiring things in motion pictures, in art, in citizenship and expose the child to their beneficial radiance without the everlasting rigmarole of constant teaching, "Now-children-notice-the-sheep-on-the-mountain" sort of thing, a breaking in upon the reverie of the unconscious mind, a distracting element, undoing the very thing that we want most to have done.

Interminably dull titles, fractured scenes, meaningless jumps from nowhere to nowhere, no chance for the unconscious mind to get or maintain a foothold for a second. I have a vision of the true picture of the future. No titles or very, very few, a swift, understandable journey into somewhere with the classroom, the teacher and self left far behind.

A motion picture should be an inspiring journey. If one were planning a trip to Europe there would be an interested period of folder searching before actually buying the ticket. In the same manner the ideal picture will carry with it its explanatory folder to be read and commented on before the picture is thrown upon the screen.

It is a sad commentary on the enterprise of educators generally that so little official eagerness is shown in efforts to give visual aids their proper places in the schools. Administrators either know nothing of motion picture technique or are too busily engaged in routine to lend a hand to those who have the qualifications. The school committee is rarely found that is willing to grub-stake its educational force in the experimental field of motion pictures. If a picture must be made the job is invariably handed over to some commercial concern which thinks in terms of the general public rather than in terms of childhood. It is time for educators to come together on this proposition, acquire the proper training even at public expense and begin to spend the public funds in the creation of libraries of proper pictures. Teachers write the texts, why should not teachers prepare the pictures?

It has been said that the present sad condition of educational motion pictures is due to a weak demand. It is due, rather, I think, to a feeble appreciation on the part of educators of just what the right kind of motion pictures holds in store for them. For generations the ears have come in for an undue share of training. It is time we gave the eyes a chance. It is time that we show the child the world instead of telling him about it. To drag a class through a geography course on Russia without the aid of motion pictures is exactly like taking the same class over the same journey with eyes tightly blindfolded.

However, there is hope. The formal education of the conscious mind is giving way before the demands of the unconscious mind. In the new day motion pictures will come into their own.

We are still in the "covered wagon" stage of our public schools.

—Charl O. Williams.

Senator Charles Curtis

By J. A. STEWART

Toledo, Ohio

Many years ago there might have been seen at the State Indian Reservation in Morris County, Kansas, a little five-year-old boy named Charles Curtis. This bright motherless lad was daily attending the Indian Mission. There he learned in his early youth to follow the Christian way, to love Christ, to honor God and to be honest and diligent. He lived with his grandmother, Mrs. Julia Conville Pappan, who was one-half Indian, to whom had been allotted land in what is now North Topeka, Kansas, and who was a direct descendant of Chief Pawhuska of the Osage tribe and of Chief White Plume of the Kansas tribe of Indians.

In 1868, when he was eight years old, this bright, studious boy was about to be sent to Indian Territory. But his farsighted grandmother Pappan and his grandmother Curtis both urged him to remain in Kansas, his native state, and to devote himself to the things which would lead him to a life of usefulness to humanity.

Charles Curtis seemed early to understand the value of training. Like his father, Captain C. A. Curtis, of Indiana, who had been a brave soldier, he loved horses and outdoor life. He was an expert jockey before he entered his teens. But this life did not satisfy him. He sold fruit at the trains, worked in stores and in other ways paid his own way through school. At seventeen he was at work in the office of the Topeka Times; at nineteen he began the study of law, and at twenty-one he was admitted to the bar.

The efforts for self-development, the deeply implanted principles which guided his life, his energy, fairness and power of application brought success to Charles Curtis in his chosen profession. At the age of twenty-four he was elected prosecuting attorney for Shawnee County, and his rigid enforcement of the laws won the respect of all during his four years of service and during the succeeding decade of law practice.

It was in 1892, when he was thirty-two, that he made his appearance in the National Legislature, ably serving the people of his state and of the nation for half a dozen terms as United States Congressman until he was elected to the United States Senate, where he has been an active leader for nearly twenty years.

Senator Curtis is chairman of the Committee on Rules, which consists of Senators Hale, Maine; Moses, New Hampshire; Watson, Indiana; Dale, Vermont; Smoot, Utah; Reed, Pennsylvania; Overman, North Carolina; Underwood, Alabama; Harrison, Mississippi; Robinson, Arkansas.

Besides being floor leader of the Senate he holds more important committee assignments in the Senate than any senator has ever before held at one time, including the committees on Finance, Appropriations, Indian Affairs, on Committees, and the Steering Committee.

Senator Curtis is recognized as one of the ablest champions of progressive education. He was one of the first Federal legislators to take a stand for the Suffrage Amendment and is credited with having constantly done what he could to help women and help farmers secure beneficial legislation, including the Anti-Narcotic Act, the Federal Home for United States Women Prisoners, the Farm Loan Board, the Hepburn Railroad Bill, the consolidation of ports of entry, the free homes bill for Oklahoma, making United States citizens of all Indians in the United States; the amendment of the Senate rules to permit two-thirds of the Senate to close debate under certain conditions and to prevent conferees from legislating, thus virtually eliminating "jokers" from Acts of Congress. He is sponsor of the new Federal Education Bill, which puts a Minister of Education in the President's Cabinet.

Senator Curtis, now at the vantage point of sixty-six, looks back over a life of unique public service. It is a far cry from the Indian Reservation to leadership in the greatest legislative body in the world. Amid the flurry of momentous movements he can look back to the days of his youth and recall most vividly of all, that night in the "grasshopper year," when camped about six miles from Topeka, en route for the West and at the turning of the ways, his bright and good "half-breed" grandmother gave him the advice he sought and followed—to get an education.

Millions of twelve-cylinder brains are hitting only on one cylinder.

—Louis Cassamajor.

Personal and Professional

D. J. MALCOLM returns to Massachusetts and accepts the district superintendency at Charlemont. Mr. Malcolm made a notable success in the district superintendency of Hinsdale before going to South Dakota and the State of Washington, where he has had three years of valuable experience and the best of opportunity to study professional conditions which will add materially to his efficiency as a specialist in country life improvement. He is a clear thinker and a skilful writer and has the confidence and esteem of the authorities on rural school problems.

FREDERIC HAMILTON, president of Bradley Institute, Peoria, was for a time president of Marshall College, Huntington, West Virginia. He has proved to be an inspiring leader of Bradley and the past year has raised $750,000 endowment, and this has given a spirit of progress to the college and ardent devotion on the part of the business men and the public generally.

FREDERICK MORSE CUTLER of the Worcester State Normal School becomes professor of social science, Massachusetts State Agricultural College at Amherst. It is not often that a teacher in a State Normal School in New England becomes a professor in a college, but Dr. Cutler has surely earned this exceptional recognition, for he has demonstrated in several ways that he is an exceptional educator.

C. C. HANSON, president of the City Club, Memphis, is one of the ablest and best friends of education the city has had in many a year. Under his leadership the City Club has made a thorough study of the "Full Year School" plan, and has passed heroic resolutions, which appear in this issue of the Journal of Education.

DR. SUSAN S. SHERIDAN of the New Haven, Connecticut, High School has been in continuous active service for fifty-six years, and with one unimportant exception, because of an accident, Dr. Sheridan has not lost a week from illness in the fifty-six years. She is a native of New Haven and has had an active part in community affairs in all these years.

H. A. DAVEE, president of Murphy Collegiate Institute, Sevierville, Tennessee, is rendering an important educational service to Northwestern Tennessee. Mr. Davee is greatly enjoying this service. He is a born crusader for righteousness and he has never had an opportunity quite so much to his taste before. As state superintendent of Montana he led the country in crusades for the improvement of rural schools in new communities. It was a time when the prairies were broken-to-harness, as it were, and new settlements would spring up over night. Claims were taken up, often by adventurers with more expectation than farm experience, with more courage than cash, and the state superintendent fairly reveled in the opportunity to carry to such counties as good talent as could be had by Butte, Helena, Missoula, Bozeman, or any city of the Northwest. He is crusading in Tennessee with the same enthusiasm.

EVA G. KIDDER, Peoria, has made public school music function effectively from kindergarten through senior high school. Her success is in both educational and in community service. As a leader of an audience she has the rare gift of holding the crowd to correct action in every detail and securing the inspiration thrill of mass tension.

E. C. FISHER, superintendent, Peoria, is one of the most sought for speakers for educational meetings, Rotary and kindred clubs, women's clubs, et al., of Illinois. He has smoothed all the wrinkles out of the Peoria school problems, which of itself is a great personal and professional achievement.

J. A. HAYES, Peoria, Illinois, superintendent of Peoria County, has the enviable distinction of never having any candidate of any party nominated to run against him. He is an exceptional county superintendent, being a graduate of Harvard University, a scholar of rare ability, a skilful administrator of details, with the happy faculty of solving all problems without leaving any annoying dregs.

GEORGE H. TAPY, Wabash College, Crawfordsville, Indiana, is one of the few men who teaches psychology so wholesomely, so educationally that his students keep on the track, and do not whiz to professional destruction making the curves. Dr. Tapy is always poised, without being over-anxious lest he tip over when he applies theory to practice. His safety lies in using psychology, instead of letting it use him. He can be a "fan" in his appreciation of a professional home run without being a disgraceful fan-atic when the umpire decides that it is a "foul." All this makes Professor George H. Tapy one of the fascinating men on the educational platform, an artist instead of an artisan, a promoter of truth without being a freak propagandist.

Co-operative Vocational Education

By ROLAND L. PIKE

Chicago, Illinois

IT would seem to be an important, even if commonly overlooked, fact that the public schools of the United States prepare more students to take courses in correspondence schools than in colleges or universities. Important or not, the fact has almost never been mentioned in discussions of curriculums and educational programs.

Perhaps this is the reason why, when the superintendent of the Benton Harbor, Michigan, schools did consider this fact, he found it throwing a lot of light on several ever-present problems such as the high mortality in the public schools, the wide gap in knowledge that exists between those who leave the schools before graduation and the trained worker needed by industry, and the prohibitory expense of adequate equipment for thorough vocational education in the public schools. He worked out a plan by which the student who thinks he must leave school to take a job for which he is not prepared and for which his ordinary school work will not prepare him, may get the training he needs without leaving the public schools.

The teacher helps such a student select a correspondence course, giving valuable vocational guidance in so doing, examines the material used, watches the instruction and checks the service given by the correspondence school and makes sure that all work is up to the best high school standards. Studying is done in a classroom under the supervision of one of the regular high school teachers, but the student sends his examinations to the correspondence school for corrections, comment, and help by the specialists in that vocational line. The supervision by the local teaching staff justifies the high school in giving full credit for all such work toward graduation and a diploma.

The student also takes one or more regular high school branches which not only give the additional cultural work that is of so great general value, but also insures that he will remain much longer than otherwise a member of his school group and enjoy the resulting social contacts and opportunities.

Neither the student nor the school management enter into any contract. The instruction material and services are paid for as they are received and the cost per pupil is less than for regular high school branches. The Benton Harbor School Board, after studying the operation of the plan for one school year, decided to pay all of the costs of instructional service, leaving the student to pay only for texts and material just as he does in all resident branches.

That is all there is to a plan that produces some very remarkable results and solves some hitherto very difficult problems. It solves the question of expense. Only the wealthiest of schools, even when aided by state and federal funds, can afford to put in the equipment and the staff required to teach any large number of vocational branches. On the other hand, it is hard to name a line of vocational training for which a correspondence course cannot be obtained. To be sure some of these are of very little value, while others meet the very highest educational standards. Here is where the preliminary inspection and continuous supervision of the local teaching staff counts.

The Benton Harbor experiment has been studied by educators all over the country, and it has been presented to educational bodies on numerous occasions. So far only two objections have ever been offered. It has been suggested that some of the material included in these correspondence courses is of too high a grade for pupils of high school age—that in many cases it is practically university work. The answer is that these courses are being taken by thousands of people without high school preparation and also without supervision and assistance.

The other objection has already been met—it is that the courses offered are of very unequal value. This is true, and one of the best things about this plan is, that as it extends, the criticism and supervision of educators is compelling correspondence schools to raise their standards.

The positive good results of the plan are very many:—

1. Even a class of one in a vocational subject gets high-grade instruction and service.
2. The work of the high school is multiplied and extended at a minimum of expense.
3. The student leaves high school later than he otherwise would and far better prepared both as a citizen and a worker.
4. The interest and backing of employers and the general public for the school system is greatly increased. At Benton Harbor several adults have chosen this method of taking vocational work because of the help given by the high school teachers in selecting and keeping up correspondence work.
5. There is opportunity for valuable voca-

tional guidance and much greater probability that a suitable course of training and occupation will be selected.

6. The whole plan is so flexible that it will fit into practically any kind of school or business program.

7. A class of twenty may be studying twenty different trades under the supervision of a single teacher who need have no special knowledge of any of these subjects. It is even possible to set aside a room for study with no direct supervision. Experience has shown that those who are studying a subject upon which they realize their life's success depends are already well started toward self-discipline.

8. It is made to order for the continuation school work now common in so many states.

Experience has proven that these results are actually realized in practice. The number of those taking home study courses has constantly increased at Benton Harbor until during the last year nearly one hundred students were following twenty-two different vocational lines. The plan has also extended to a number of other schools in Michigan as well as in Iowa, Kentucky, and some other states.

A committee of the Rotary Club at Benton Harbor made a thorough investigation of the plan from the point of view of the school, student, and employer. In the course of this investigation they visited the American school, which has been most active in developing the correspondence side of the plan. As a result of this investigation they gave the whole scheme their unanimous approval.

Perhaps the strongest argument for the plan as an educational experiment is one that has been hinted at several times—it is so easy to try, to change, to adopt, and to end, if found undesirable, so that no high school principal need fear to test it out.

The Scientific Movement in Education

By JAMES E. RUSSELL

Dean of Teachers College, Columbia University, New York City

PUBLIC opinion back of school boards fixes our educational creed, and controls all educational undertakings. Any other control is inconceivable while we maintain our present ideals of American democracy.

However, this trend of public opinion in matters educational is part and parcel of the tendency of the times to shape conduct by legal enactment. Whether we like it or not, some school boards will sit in judgment on history texts and some will bar our modern science.

Familiarity with the science of education and its promotion through research and investigation are the duty and privilege of the teaching profession. I wish, however, that I could impress upon the American public the significance of the art of education and their duty and privilege with respect to it. The science of education, like the science of surgery, is a personal and professional possession; but the art of education, like the art of surgery, is what is put at the service of the public. The science without the art is mere learning; the art without the science is quackery.

A fraction of the costs of asylums and prisons, of police forces and military establishments, of wastage in trade and industry through inefficient service, would speedily develop a science of education and support artists in education from the nursery school to the university for the benefit of learners from the cradle to the grave, and the like of which the world has never seen but of which the world of ours stands in desperate need.

We need more of science in education than we have yet attained. First of all, we need a better understanding of the actual facts pertaining to the forces operating outside the schools.

These facts are disclosed in increasing profusion through greater use of tests and measurements of school pupils and of school surveys in general.

The invention of standards for the measurement of capacity and achievement, standards still crude but capable of perfection, has shaken the confidence of educators in the doctrine of formal discipline, justified the introduction of new curricula and questioned the efficiency of traditional methods of instruction.

Surely no duty lies before each generation more vital than the training of the next generation to greater mental and physical health and social fitness. We have faith in education, and support a vast educational system. But the importance of the whole formal system is trivial compared to that of home influence and training in those vital formative years beginning at birth, when mental action patterns are determined. The desire of parents for accurate knowledge to aid them in their responsibilities is a most wholesome sign of the scientific temper of mind of our day.

—Max Mason.

Acquiring Reading Skills in Study Periods

By ELDA L. MERTON
Assistant Superintendent of Schools, Waukesha, Wisconsin

THE subject matter and method of the reading recitation have been greatly improved as a result of the scientific studies of reading experts. One of the greatest helps to the classroom teacher has been the setting of definite reading goals and the listing of specific reading abilities to be developed.

Many teachers, however, think of the developing of these specific abilities in terms of the reading class period only. This is especially true of the teacher who regards the seat period a serious problem rather than one of her greatest aids in the developing of reading skills assigned to the work of her grade. It is true we will find the class time devoted to the teaching of reading far too short to develop the numerous reading skills outlined for us if we fail to utilize the seat period as a means of supplementing the work of the class recitation.

One reason for this waste of a valuable resource is the scarcity of collections of material suitable for the developing of specific reading skills. When the ability to summarize cumulative details is to be developed, we must have at hand quantities of paragraphs written with a main idea and a number of supporting details. When such material must first be located in various books, it is difficult for the busy teacher to find good paragraphs in sufficient numbers for thorough drill. For that reason she attempts to explain summary material in the class period, but resorts to the traditional type of reading assignment in the study period. When her pupils are tested at the close of the year she finds that without drill the ability to summarize cumulative details has not become an acquired reading skill of her pupils.

This article will discuss the type of material desirable for the developing of one reading skill and include a sufficient number of illustrative paragraphs to start a collection of such material for supplementary drill in study periods. It is recommended that these samples be mounted or copied on cards and filed away for study period practice of pupils needing more such drill than the study period can provide.

FINDING THE KEY SENTENCE OR MAIN THOUGHT.

Perhaps no reading ability is more difficult to develop and at the same time receives less systematic attention than the determination of the key sentence or main thought of a paragraph or selection. Too few reading texts place enough emphasis upon this work and provide material especially written for systematic drill of this kind.

The meaning of a key sentence or the main thought of a paragraph should be explained to pupils in the class period. Miss Alberta Walker and Miss Mary Parkman, of the James Ormond Wilson Normal School, Washington, D.C., suggest an explanation of the key sentence which the writer has tested and found to be an excellent approach and within the comprehension of all intermediate grade pupils.

> "Every good writer knows that when he locks a thought in a paragraph he must not throw away the key, but must put it where the wide-awake reader is sure to find it. By knowing the secret of the writing of a paragraph, you can learn to open and master the paragraphs that you read. This is the way that paragraphs are usually built:—
>
> 1. Near the beginning the writer often puts a sentence which tells you plainly what he is talking about. We may call this the key sentence.
> 2. He follows this sentence with other sentences which explain more about his subject.
> 3. Sometimes the writer waits until near the end of his paragraph to hand you the key, as if he wants to make sure that you know how to use it.
> 4. Sometimes at the end the writer may repeat the key sentence. "Don't forget," he seems to say.
>
> "If you are reading a page of your lesson to get the topics which tell you the points to be remembered, you must look very carefully at the beginning and at the end of each paragraph.
>
> "The following paragraph will show you what is meant by a key sentence. Read it carefully:—
>
> > "The year round, with its four seasons, may be compared to a day. Spring is the morning, when all the growing things wake up and look about them on a happy new world. Summer is the warm noontime. Autumn, with its bright colors, is like the evening when the sun sets in a golden glory. Winter, of course, is the night, when seeds and roots, insects and many other creatures, sleep until the warm days come once more.
>
> "You will notice that the first sentence tells what the paragraph is about. The rest of the

paragraph explains the first sentence. The four seasons are named, and you are told how each one may be compared to part of a day."[1]

Following a presentation of this kind it is necessary to give much practice in the determining of the key sentence or main thought. The study period provides an excellent opportunity for repeated reviews and drills. This requires a good collection of paragraphs from which hectographed or mimeographed study period lessons may be made.

In the Waukesha public schools teachers have co-operated by sending to the main office copies of the usable paragraphs they find. These paragraphs become part of a general collection which is mimeographed and sent to all intermediate teachers in the system. Thus, co-operatively, we have secured a large collection of good paragraphs for every teacher. This method of obtaining material is recommended to groups of teachers who desire to use material of this kind, but who have not the time or the books needed for the building up of a large collection of paragraphs. A study-period exercise of five paragraphs hectographed or mimeographed on a lesson sheet is a very satisfactory assignment.

The paragraphs which follow are part of a collection of paragraphs which have been selected by the writer and by various teachers in the Waukesha elementary grades. They have been selected from reading texts and from supplementary readers in use in the schools.[2] Pupils are to copy or underline the key sentence or main thought:—

1. The English sparrow is an outlaw and robber, seeking to destroy those not of its kind, and appropriate to itself the whole wide world. It drives out peaceable and beneficial members of the feathered tribes. It replaces their song with discordant clamor. It destroys fruit, grain, and garden truck. To it nothing is sacred.
2. The weather is cold in the North woods. But the cabins of the logging camp are always warm. Dry moss is packed between the chinks in the logs to keep out the cold winds. In the centre of the room is a large, round stove, often red-hot, where huge chunks of wood are burned. The bunk house has but few windows, for too many of them would make the place cold. The two or three in the cabin are so small that a man could scarcely crawl through one of them.
3. All around the early settlers was timber, the finest in the world, and their first thought was how best to get rid of it. The wealth of the new country was mainly in the forest, wherein were found not only wood for building homes and keeping them warm, but animals which furnished both food and clothing.
4. Trade has been far more important than protection in determining the location of American towns and cities. "Is this a good place for a store?" has been heard more than "Is this safe from attack?" In pioneer and fur-trading days new settlements were located with reference to rivers and lakes. The development of railways has reduced the significance of waterways for trade. Hundreds of thriving towns and a few large cities are now remote from navigable rivers. Railroad crossings are likely to be of more consequence than river junctions.
5. Floods are frequent in countries where the forest cover has been removed, and it is often necessary to replant at great expense mountain lands once covered with forests by the hand of Nature. The forest is undoubtedly a powerful regulator of streams and stream flow.
6. The dog is man's companion and faithful friend. He guards the house night and day. He loves and cares for the children. He never deserts his master, but follows him as cheerfully to a humble home as to a rich one. He asks in return only kind words and the leavings from his master's table.
7. Trees keep our homes cool in summer. In winter many of these houses are warmed with wood fires, and the fires are lighted with wooden matches. In many homes wood fires cook what we eat every day. Even the coal comes from old decayed forests which existed ages and ages ago. The woods help to give us the water we drink, storing it up, and giving it back to us pure and fresh. In countless ways the forests are of benefit and use.
8. "Strike three! The batter is out," called the umpire. Then turning toward third base he called out the runner who had attempted to steal from second. Both players walked quietly to the bench. The umpire then called: "Batter up!" Another player stepped to the plate. Everyone obeyed the umpire without question.
9. This nation has a banner; and wherever it streamed abroad, men saw daybreak bursting on their eyes, for the American flag has been the symbol of liberty, and men rejoiced in it. Not another flag on the whole globe had such an errand or

1. Walker and Parkman: The Study Readers, Fifth Year, page 106.
2. Books from which these paragraphs were selected are not given because at the time they were chosen there was no thought of using them for publication, and records of sources were not kept. Therefore general acknowledgment only can be made.

went upon the sea carrying everywhere, the world around, such hope for the captive and such glorious tidings.

10. Various kinds of wood are made into as many different kinds of paper. Printing and packing papers and pasteboard are made from pine; poplar is made into fine white papers for books and magazines; hemlock, spruce, and balsam supply most of the coarse paper on which the newspapers are printed. All the spruce trees that grow on five acres of forest land are required to make the paper for printing one day's issue of a large city newspaper.
11. The first feeling of all was admiration of the shot. Then a low murmur showed that there was a difference of opinion arising. While some openly expressed their satisfaction in the wonderful skill of the shot, by far the larger portion of the tribe believed that the success of the shot was due to accident.
12. The log cabins, warm and comfortable as they were when well made, were really only temporary quarters. The settlers, even when building them, were looking forward to better things. Within a few years the cabins gave place to what were called "hewed log houses" with clapboards nailed over the chinks, and with glass windows and other improvements. Finally, neat and roomy frame houses, covered with clapboards, took the place of the log built dwellings. From these early days American homes have steadily grown larger and better in every way.
13. We, with so many trees, should be thankful for them. With the changing of the seasons there is always something new to interest and delight us in the trees around us. In spring they put on their new coats, which are bright green in color until the summer's heat gives them a darker hue. With the frosts of autumn they change again, and the wooded hillsides are beautiful with their many colored leaves. At last the leaves fall, and then we can better see how the trees themselves look. Their forms are plainly to be seen, and each looks different from its neighbor.
14. I saw him as he passed me, a wee mite on the high seat of an auto truck in a crowded city street. But that momentary glance was enough to tell the whole story. He was possibly four years old, short, fat, and curly-haired, and very much engaged in gazing fixedly at his feet, which extended stiff and straight outward from the seat. The height of his perch, the noise of the big vehicle, the hurry of the throng all were lost on him, for his was the joy of possession of one of the greatest things in childhood—new shoes.
15. Boys and girls can help to make America's record for lawlessness better. They can make sure that they obey the laws themselves. This seems very easy when one thinks of the great laws of the state which seem so far away, for they give us very little trouble. It may be the little rules of school, playground and home which need our attention. Stealing a street car ride, a few apples through the fence, or a sum of money may not seem equally serious, but all are stealing. Cheating in examinations or in basketball is as lawless as dishonesty in a business deal.

Note: In the following five paragraphs the key sentence is repeated in the paragraph.

16. Boys and girls are likely to think of the policeman as one who may "arrest you or put you in jail." It is much more nearly the truth to consider policemen as honest, kindly, helpful officers who are working for all of us. Most policemen seldom make arrests; their work consists largely of giving information, keeping people from crowding together and obstructing traffic, and guiding the great throngs who must cross busy streets. You may watch a policeman for many hours without hearing him utter a loud or angry word, or saying anything about arresting anyone. But of course laws and ordinances must be obeyed; if kindness and a pleasant manner are not heeded it becomes the policeman's duty to use force.
17. The work of our government is accomplished through co-operation—working together. Each for all and all for each is what renders great achievement possible in all things. The lone caveman could have only a crude shelter; it requires co-operation to build a modern house. Because savage tribes are not able to unite large groups in common efforts, their members must take things for the most part as they find them; civilized man through co-operation makes his environment according to his ambitions, soon overcoming obstacles which block the progress of primitive peoples.

The key sentences for the above paragraphs are given in the key below, included for the teacher's reference. The numbers of the sentences correspond to the paragraphs in which they are found:—

1. The English sparrow is an outlaw and a robber.
2. The cabins of the logging camp are always warm.

3. The wealth of the new country was mainly in the forests.
4. Trade has been far more important than protection in determining the location of American towns and cities.
5. The forest is undoubtedly a powerful regulator of streams and stream flow.
6. The dog is man's companion and faithful friend.
7. In countless ways the forests are of benefit and use.
8. Everyone obeyed the umpire without question.
9. The American flag has been the symbol of liberty.
10. Various kinds of wood are made into as many different kinds of paper.
11. Then a low murmur showed that there was a difference of opinion arising.
12. From these early days, American homes have steadily grown larger and better in every way.
13. With the changing of the seasons there is always something new to interest and delight us in the trees around us.
14. For his was the joy of possession of one of the greatest things in childhood—new shoes.
15. Boys and girls can help to make America's record for lawlessness better.
16. (a) It is much more nearly the truth to consider policemen as honest, kindly, helpful officers, who are working for all of us.
    (b) If kindness and a pleasant manner are not heeded it becomes the policeman's duty to use force.
17. (a) Each for all and all for each is what renders great achievement possible in all things.
    (b) Civilized man through co-operation makes his environment according to his ambitions, soon overcoming obstacles which block the progress of primitive peoples.

City of Childhood

By A. E. WINSHIP

THE Brotherhood of American Yeomen, a fraternal organization about thirty years seasoned, has launched one of the most important orphan home-school plans ever attempted and under circumstances which assure its success from the start.

The organization has about 200,000 members. This scheme of a home-school was envisioned five years ago with A. N. Farmer as director. Before it materialized the Brotherhood had $1,000,000 accumulated and set aside for the perfection of the home-school institution.

A year ago the official headquarters at Des Moines purchased one of the best farm estates in the Fox River Valley in Dundee, Kane County, near Elgin, Illinois, and within forty miles of Chicago. It had been one of the most famous farm estates of Illinois, developed regardless of cost, modern in every detail. There are 600 acres with a mile and one-half bordering on Fox

OFFICIAL RESIDENCE—YEOMEN HOME-SCHOOL

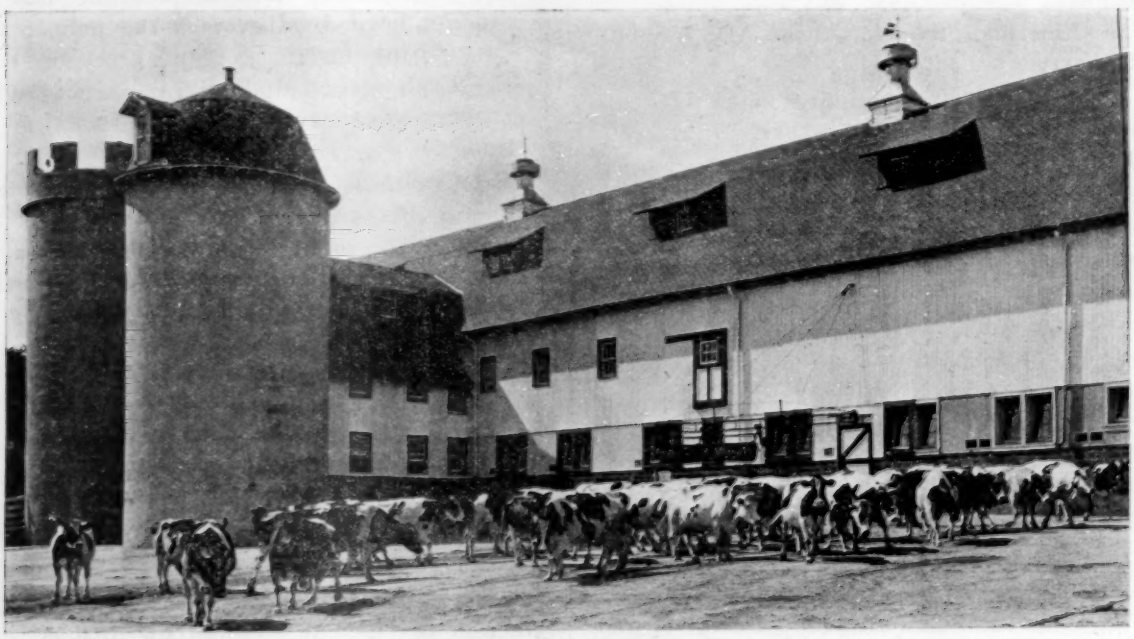
River, with fields and gardens cultivated to the height of agricultural science and art. The most notable achievement is a herd of seventy pure breed and high grade Holsteins in a stable equal to anything that livestock fanciers could desire.

All this is devoted to the Yeomen City of Childhood, with Mr. and Mrs. A. N. Farmer in charge of home and school life. They have no superiors in the teaching profession for leadership in such service.

acres. The under-privileged are now over-privileged.

With rather exceptional opportunities to know the best things in schools and institutions there is no occasion to put a muffler on adjectives when speaking of the Yeomen City of Childhood, which is the latest word and thought in every particular.

We were there in late August when official delegates of the 200,000 members came for the first gathering of the kind in the history of the Brotherhood. It was the first time it had been



YEOMEN HOLSTEIN HERD, FINEST IN AMERICA

This home-school institution has been created and is adequately financed for boys and girls of Yeomen homes where, because of the passing away of father or mother, or both, the children have been under-privileged, but nowhere could it be possible for the most privileged children to have more skilful teaching, more wholesome living, more stabilized morale than on these vast possible to feast and frolic under their own "vine and fig tree." There were sessions for four days, and it was possible to have a fairly accurate estimate of the visitors day and evening from cities, villages and farms from Chicago on the east to the plains on the west, and the official announcement at the close was that 60,000 persons had enjoyed these grounds and attended the various meetings.

Experience

By Rustic Bard

Experience is a teacher great
Although it may sometimes come late.
Each day its lessons we must learn
If good advice we all would spurn.
A friend may tell us what is right,
But we go on and make the fight
And do the thing the way we choose,
And like as not the fight we lose.

Sometimes we're told, when we are sick,
That to directions we should stick,
If we'd be cured of our disease,
But we just eat the things we please,
And disobey the doctor's rules,
And then wake up to find we're fools.
Experience is a teacher wise,
And one we ne'er should criticise.

When poor investments we oft make
And foolish chances often take.
Our cash we lose, and credit too,
We heeded not wise counsel true.
As we go down life's rugged way
Much good advice we spurn each day,
And leave too much in hands of fate,
And learn some day it is too late.

A Full-Year School for Memphis

[These Resolutions were passed with great heartiness after a thorough investigation by a committee of the City Club, Memphis, Tenn.]

WHEREAS, the City Schools of Memphis, representing an investment of several million dollars, are not used for regular instruction during the months of June, July and August, or 25 per cent. of the calendar year, since the regular sessions occupy but nine months or 75 per cent. of the calendar year. And,

Whereas, the present system denies the pupil, capable and desirous of more rapid advancement than his classmates, of the opportunity and the right to progress faster and farther, since the enrollment in the present short summer sessions is limited to pupils making up deficiencies in the work of the regular session so that they may be promoted. And,

Whereas, a child who attends the elementary schools for eight years and a high school for four years (total twelve years) has had three months' vacation each year, a total of thirty-six months for the twelve years, representing a physical loss of three years before entering his life work or college. And,

Whereas, if these three years were saved, the pupil would graduate from high school at the age of fifteen instead of eighteen, and from college at the age of nineteen instead of twenty-two. And,

Whereas, a saving of three years of time in the secondary education of a high school graduate represents $5,571.00, and in the case of the college graduate $11,842.00; since it has been shown that the average total earnings of the high school graduate between the ages of 18 and 60 is, in round numbers, $78,000, and that of the college graduate from the ages of 22 to 60 is $150,000. And,

Whereas, the idea of three months' vacation arose from the pioneer necessity of the children helping to do the work on the farm, and not to preserve his health. And,

Whereas, a pupil loses eighteen weeks' time (under our present system of two terms of such duration constituting the school year or session) when it becomes necessary for him to repeat school work. And,

Whereas, the conventional short summer session is of no value to the vast majority of pupils, since the summer instruction can be taken advantage of by but two small groups of individuals, viz.: the dull pupil who is attempting to make up deficiencies by repeating work in less time than that required for a first effort, and the very bright pupil who because of exceptional ability is capable of covering the work of a regular term in less time. And,

Whereas, the actual experience of other cities, such as Nashville, has shown that a continuous operation of the public schools may be conducted in such a fashion as to eliminate the disadvantages of the nine months' school session pointed out above, without jeopardizing the health of pupils and teachers;

Therefore, be it resolved, that the City Club of Memphis go on record as approving a plan for a full year school term for the public schools of Memphis, which plan will include the following provisions:—

1. The adoption of an all-year course of study of 48 weeks.
2. The division of the present conventional school session of nine months into three terms of twelve weeks each.
3. The institution of a summer term of twelve weeks.
4. Classes to be started each twelve weeks.
5. The work of the summer term to differ in no way from that of the three regular terms in the subjects taught, in the amount of work covered, or in the number of hours of instruction.
6. The daily schedule of the summer term to begin one hour earlier than those of the regular term.
7. Attendance at summer terms to be entirely voluntary or elective on the part of pupils.
8. The physical condition of the individual to be a determining factor in admitting a pupil to attend a summer term or permitting a teacher to instruct during such a period.
9. Work successfully completed during a summer term to be accepted in full for promotion.
10. Three terms of twelve weeks each to constitute a school session.
11. Children of school age to be required to attend at least three terms of twelve weeks each every year.
12. Subject to the approval of the Board of Education, pupils to be permitted to elect any three terms of the school year as the required period of attendance.
13. Pupils to be permitted, if they so wish and their physical condition allow, to attend all four consecutive terms of the school year.
14. Two weeks of vacation to be provided for at Christmas, and two weeks of vacation to be given immediately preceding the summer term.
15. Regular medical inspection of the schools to continue during the summer terms.

If all umbrellas were as rain-proof and holeproof as ours of the T. C. U.—wouldn't it be glorious?

THE above expression is from a letter from Frances S. White, 118 Locust St., Long Beach, Calif., one of the thousands of Teachers who received assistance from the T. C. U. during the past year.

We use the umbrella to symbolize the protection from unexpected loss of salary due to Accident, Sickness or Quarantine afforded by a policy in the T. C. U. The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure you an income when you are sick or quarantined, or when you are accidentally injured. It will also pay you Operation and Hospital Benefits.

Our records prove that every year one teacher in five suffers enforced idleness and loss of salary through Accident, Sickness or Quarantine.

Can you afford to carry that risk alone?

This is the question you must decide, and you are deciding it right now—whether you will continue to carry the risk of financial loss and embarrassment in time of need, or whether you will let the T. C. U. assume the risk and share the burden when the loss comes.

You may be that unlucky *fifth* teacher this year. Why take the risk of being compelled to use up your savings, or to run into debt, to carry you through a period of enforced idleness, when the T. C. U. stands ready to help bear that burden?

See What It Means to You
To Let the T. C. U. Carry the Risk

$50 a Month when you are totally disabled by accident or confining sickness.

$11.67 a Week when you are quarantined and your salary has stopped.

$25 a Month for illness that does not confine you to the house, but keeps you from your work.

20 per Cent increase in sick benefits for two months when you are confined to an established hospital.

$50 a Month when you are totally disabled by injuries received in an automobile accident and $1000 for accidental death in an automobile disaster.

$333 to $1,000 for major accidents, or for accidental loss of life.

These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

Doubles these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

Operation benefits in addition to other benefits after your policy has been maintained in force for one year.

Policies paying larger benefits are also issued.

TEACHERS CASUALTY UNDERWRITERS
441 T. C. U. Building **Lincoln, Nebraska**

T. C. U. Protection is exclusively for teachers and is low in cost. It is yours if you want it, but it can do nothing for you—when the time of need does come—unless you investigate now.

Just fill out and mail the coupon. We will then mail you full particulars of how we protect teachers. Please do it today.

----FREE INFORMATION COUPON----

To the T. C. U., 441 T. C. U. Bldg., Lincoln, Nebraska.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places the sender under no obligation)

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

The Old Dame Who Lived in a Shoe

OLD Dame Gossip lived in a big shoe on the outskirts of the village. Some people called her a witch because of her beady black eyes and long pointed nose; other people said she was related to the Evil One because of her red, wagging tongue; while others said she was just a plain fool who did not know enough to keep her mouth shut. Anyway she lived in a big shoe which was enough to set her aside as a queer person. In addition to being her home, this shoe served also as her carriage, for in it she went all about town. Up would go the heel and down would go the toe, and a block would be covered in no time. Old Dame Gossip did not live alone in her shoe, no indeed! She had a lot of little Roomers living with her. Some people spell their name Rumors, but I prefer to spell it Roomers, because they all lived with Dame Gossip, and, of course, any person who lives in another person's house is a Roomer. One day a very lovely lady came into the village and moved quietly into a little cottage at the very foot of the main street. She was gentle and sweet-looking, but her eyes were sad and she stayed closely at home in spite of all invitations to call on her neighbors. Old Dame Gossip went down to see her the week after she arrived.

Up went the heel and down went the toe and the blocks were covered in no time.

Old Dame Gossip did not knock on the door like any other well-bred person paying a call, no indeed! She sat down across the street and watched the front of the house. By and by she saw a servant come out carrying a heavy bag. He went down the walk and disappeared in the woods. "My! My!" whispered Old Dame Gossip to her little Roomers. "My! My! What do you suppose he had in that bag? I must ask Mrs. Know-it-all about it." So up went the heel of the shoe and down went the toe, and Old Dame came to her friend's house in no time. "And he carried a big bag," she whispered, as she finished her story. "A very suspicious black bag. I know it contained a set of burglar tools. I have it! That woman is the Queen of Burglars. Oh dear, oh dear, what a dreadful age. I must tell Mr. Sharp Eyes." Up went the heel of the shoe and down went the toe as she went off, leaving an ugly little Roomer to help spread the news. "And I am sure," she whispered behind her hand, "that she plans to rob the bank this very night. Isn't it terrible what a wicked age we live in? I must rush right off and tell the sheriff." Up went the heel of the shoe and down went the toe and she went off leaving another little ugly Roomer to spread the tale. "Yes, indeed, Mr. Sheriff," she whispered behind her hand, "I saw the burglar tools sticking out of the bag, and I heard that dreadful woman tell her servant to rob the bank." "I shall arrest her at once," said the sheriff, and off he went, but when he came to the little cottage he met the servant returning with the big black bag. "What have you in that bag?" growled the sheriff. "I have nothing in it," said the servant. "I have just been to the hospital with goodies for the sick children. You see my mistress lost her little boy, and because she loved him so much she wished to do nice things for other little boys." "I wish Old Dame Gossip and her ugly little Roomers were at the bottom of the sea," said the sheriff, as he wiped his eyes. "That woman gets all of us into a heaping peck of trouble."

The Two Potters

IN A FAR country there once lived two potters whose shops looked into each other across a very narrow street. One potter was very skilful with his clay and made such original bowls that crowds gathered before his counter every day, exclaiming over the lovely designs, and saying nice things about the odd but beautiful shapes. It happened, though, that when a purchaser picked up one of the bowls he laid it down again with a sigh for it had either a crack in the bottom or a chip out of the snout, or sat unsteadily on too narrow a base. The result was that no matter how large the crowds grew nobody bought a bowl, and the end of each day found the potter poorer than before.

The other potter was not so skilful with his clay, but he was more careful with his work, and all of his bowls were sturdy and safe-looking and felt firm and useful in the fingers of the purchasers. Each bowl seemed to say to the person who came to buy: "You can store your oil in me and it will never be lost," or "You can send me to the well for water and I shall never burst on the way." No wonder then that it happened that the crowds that admired the bowls of the first potter always bought the bowls of the second potter.

At last the day came when the skilful potter had only a crust of bread for his breakfast. When he had eaten it he rose up and went across the street and sat down before the other potter.

"Brother," he said, "I know I make more beautiful bowls than you do and yet none buys of me. Can you tell me why?"

"In whose bowl," asked the careful potter, "do you store the precious water you bring each day from the well? Is it in your bowl or my bowl?"

"It is your bowl," confessed the skilful potter.

Then the other paused in his work and pointed to a bowl still spinning on his wheel: "Five times have I turned this bowl already, my brother, and it is not yet fit to do the day's work. Once again shall I turn it so that when it passes from my hands it will never fail to render service to him who buys it. Go, therefore, back to your shop and WHAT YOU DO, DO WELL, for while you may excel me in beauty of design and shape, I give the world what it can use in the daily task. Add to thy skill the joy of workmanship and not one will pass by without buying a bowl from your hands."

Will Power

I AM going to end this letter to you by making a very wise remark. At least, I think it is wise. You may think it is only foolish. What you and I think depends so much on how we feel that neither can be blamed for disagreeing with the other. If I think this remark is wise, it is because I have lived long enough, have seen people enough, have watched miracles happen often enough, have faith enough in God's final victory, to prove conclusively to me that man is everything and his surrounding nothing at all but dirt and rocks and grass and moving things that can be made to do His will. It is on this very account that I think my remark is full of wisdom. If I had the slightest doubt about the ability of any normal girl or boy to prove the wisdom of my remark I should not make it, for then I would be compelled to doubt the wisdom of it.

However, I am sure that each one of you, today, in your own homes can demonstrate to your own satisfaction just how wise my remark is. Your teacher is beginning to wonder also, and she is glancing down to the end of the sheet, which is not far away, and saying to herself: "Why doesn't he make his old remark, if he thinks it is so wise? What's all the talk about any way?"

Well, girls and boys, the remark is so wise that it needs only a few words to express it. If you are ready to hear it I am ready to say it. Here it is, at last:—

The only person in this whole world who is really ugly is the person who agrees with himself to be really ugly. All others will, in time, make themselves beautiful.

The only person in all the world who is really poor is the person who agrees with himself to be really poor. All others will change their poverty into splendid riches.

The only person in all this world who is really wicked is the person who agrees with himself to be really wicked. All others will overcome temptation and develop into good self-respecting citizens.

That is all there is to my remark. If you are poor do you agree to remain poor? Certainly not. You can begin today to lay by little by little the precious riches of knowledge, of goodness, of character, of joy, of cheerfulness, of peace with God. To all these your Heavenly Father will add the unimportant riches of earthly things.

Everything Responds to Love

LAST spring I went into a seed store and bought twelve different kinds of rose-bushes. As the clerk separated the roots he found a small, dried-up shoot clinging to one of the roots I had purchased. "I guess you can have that without extra cost," he laughed. "It doesn't look much good, but it may come along."

I took the little dry shoot, and very carefully planted it in a corner of my garden where it could get the warmth of the early sun and where I could water it every day. I was interested in it. The way it came to me clinging, as if for life, to the roots of another rose, appealed to my sympathy. I said to myself: "If there is some spirit within you that wishes to blossom, I am going to give it a chance. I want to see just what you have away down in your soul."

The days passed and the other roses threw up little green shoots and then leaves, but the weak root showed no signs of life. It seemed too weak to ever recover. I was about to dig it up and give its place to another when, on bending over it, I noticed just a touch of green on one of the stems. As the days passed the green spread and then a bud formed, then a leaf and at last on a long slender stem, a delicate bud began to form. You may be sure I was interested in seeing what kind of a rose the shoot was going to produce. The fall set in and frosty nights began to fall. I began to fear that I should never see that rose, after all. However, I covered the bush at night and uncovered it in the morning, and at last, just yesterday, the bud opened up its glorious petals

as though to say: "There! See what a beauty I am. I have come up out of the earth to thank you for the care you gave me when I was weak and dried up and seemingly little good." To me it teaches a simple truth that I love to think over when I am directing the education of children. The truth is this: "Everything responds to love. The little root of the rose blossomed because someone took time to love it. A little dog lifts up kind eyes and wags a happy tail at a kind word. Little children thrive in the atmosphere of peace and love. The tired mother grows young again at the touch of loving fingers or lips. The whole world just wants to be loved all the time."

Autumn

THIS morning I found the wind in the night had laid down a gorgeous carpet of leaves. As I walked along over the soft surface and noted the lovely way in which the golds and purples and russets were combined I could not help thinking of the wonderful mind that planned the shape of each leaf, colored it with the frost, and carried it on the wind to its place in the beautiful carpet beneath my feet.

If you and I came across a weaver in some far distant country and stopped to watch him weave in a thread of gold and next to it, one of purple, and next to that, one of rich orange, and finally make out of all his threads a rug of beautiful design and shape, we would not hesitate to say: "That weaver must have a fine beauty-loving soul, for his hands alone could not combine such colors to make so lovely a rug."

Just so, when we look out across the world these soft fall mornings and see the gold leaves dancing on the trees and fluttering like butterflies down to earth to form a warm sheltering carpet for the living things under the sod, we cannot help saying in our hearts: "What a wonderful spirit our great Father is! How He loves beauty! How well He has shaped each leaf and colored it, and how thoughtful He is to show such beauty forth to gladden the eyes of men!"

Out of lovely thoughts come lovely deeds. Every maple leaf that glows in the warm sunshine like newly minted gold has risen out of a lovely thought of God. In exactly the same way, every noble thing we do, every beautiful thing we make, rises out of a lovely thought, which is all our very own. On that account we can proudly lift up our heads and say, as we give praise to all the lovely thoughts of God: "I, too, can think of beauty; I, too, can bring loveliness into being; I, too, am, in my limited way, a creator of beautiful things."

For Afternoon Fatigue

Nothing so wonderful for tired, jaded nerves as Horsford's Acid Phosphate. Just a teaspoonful in a glass of water makes a delicious, refreshing drink. Supplies vital, life-giving phosphates to the body. Sharpens the appetite, aids digestion and tones up the entire system.

Q 50 26

At all druggists

HORSFORD'S ACID PHOSPHATE

"THE WILLSON WAY"

Your School Needs This

IDENTOGRAPH CAMERA

for Educational Photography

Takes individual pictures of students for permanent personnel and class records, photographs of your graduating classes, Athletic Teams, Dramatic Clubs, etc.—you can now have them, with reproductions for your Year Book without obligation to yourselves.

Any teacher or senior can easily operate this modern, efficient camera.

While you think of it, write for our interesting booklet "SCHOOL PHOTOGRAPHY SIMPLIFIED." Our attractive plan is fully explained.

For all New England address

THE WILLSON WAY

1955 Massachusetts Ave., Cambridge, Mass.

OUTSIDE NEW ENGLAND

1224-26 Belmont Ave., Philadelphia, Pa.

"Photographers to the Nation's schools for twenty-five years"

EDUCATION IN ACTION

College Heads Decry Lack of Encouragement

Ninety-two college and university presidents in the United States believe that young men and young women students receive too little inspiration in the classroom and too little encouragement to become scholarly. They expressed these opinions in reply to a questionnaire sent out by the Society of Phi Beta Kappa. Dr. George S. Davis, president of Hunter College, believes that a desire for learning is native to but few, and that it must be fostered in the mass of youth by the attitude of their preceptors. Dr. James H. Tufts, vice-president and dean of faculties of the University of Chicago, believes that a few will study for their own satisfaction, but that the great mass needs encouragement from their parents and the public at large.

University Men Fail in Rail Jobs

Yale University investigators find transportation executives are outspoken in their condemnation of the college man and his record in the railroad industry. These executives assert men with university training are "poor pluggers" and will not stick to their jobs; that they are unreasonably impatient of promotion; that they overrate their ability and usefulness. So much is this the case, say these investigators, that the railroads today are confronted with a serious problem—present sources of personnel cannot supply officials of the future. The survey was made by Captain Victor Topping, M.A., C.E., and S. James Dempsey, M. A., who interviewed more than 300 leaders in the transportation and traffic fields.

Growth in Constitution Study

As the result of agitation by various patriotic organizations, thirty-seven states now require study of the Constitution in the public schools. This means that 200,500 teachers supervise this study by 4,000,000 school children. The only states that do not require this study are Connecticut, Louisiana, Maryland, Mississippi, Missouri, Montana, Nebraska, North Dakota, Texas, Virginia, Wisconsin and the District of Columbia.

Illiterate Adults Eager to Learn

Of 1,014 men and women enrolled during the year in short-term night schools in Delaware, organized to give the rudiments of education to native-born adults in rural districts, 223, nearly a fourth, were illiterates at the time of their admission. In all fifty-five schools were conducted, under the direction of sixty-nine teachers. Ages of pupils ranged from sixteen to eighty-two years. In regularity of attendance, colored schools excelled. In one place at least, where the schoolhouse was not wired for electricity, the pupils brought their own lamps and lanterns in order to make night study possible.

Ecuador's System Of Teachers' Pensions

Teachers who become permanently disabled after twenty years' service in state secondary schools of Ecuador, or who have reached the age of fifty-five may retire with full pay, according to recent decree of the provisional government. In the event of disability before completion of twenty years' school service, a pension in proportion to the length of service is allowed.

Women Would Sidestep Facts

Long training for work is not yet a part of woman's philosophy, and she often finds facts hard to meet. This statement is made by Dr. Elizabeth Baker, professor of economics at Barnard College, Columbia. She named Vassar, Smith College, the Merrill Palmer school in Detroit, the bureau of vocational information of New York and inquiries into the economic status of women by the department of agriculture at Washington, as efforts to solve women's difficulty in the dual task of home and profession.

See Necessity for Teaching Temperance

Teachers of West Virginia have been asked by the State Board of Education to give special attention to instruction in the effects of alcohol and narcotics on the human system and society in general. The board also voted to request the legislature to include in the revision of the Code a special section requiring that such instruction be given in the elementary schools of the state.

Mothers Start U. S. School at Foochow

The small American community in Foochow, China, in the absence of school facilities in the past, sent their children to Shanghai for their higher grade and high school education. Last fall, however, under the patronage of the Foochow American Association, a school was organized with several mothers of children serving as teachers. One student was graduated in June and will enter the university in Shanghai. Interest has deepened to such an extent that a woman, a former resident of Foochow, is going this autumn from the United States to take charge of the school.

This Will Be "Driest" School

To maintain the sentiment worked up by various organizations for prohibition, the Methodist Episcopal Church will open a school for the instruction annually of 10,000 or more young people in benefits of the eighteenth amendment and the Volstead act, according to a report from Washington. This is to counter the tendency to eliminate or modify the dry laws.. This school of temperance is to be promoted by the Board of Temperance, Prohibition and Public Morals of the Methodist Church.

A Dream Comes True: Pupils Find School Gone

The dream of every American schoolboy—that on the first day of school he would journey with lagging feet toward "imprisonment" only to find the schoolhouse gone—was fulfilled for a dozen pupils at Siloam school, thirty miles south of Pueblo, Col. The schoolhouse hadn't burned. It had vanished. After an hour of searching a conscientious teacher found it on the farm of A. J. Price with the following sign attached: "Private Property—No Trespassing." Price moved the building because of some controversy within the ranks of the School Board, of which he is a member.

Mussolini Now University Professor

Benito Mussolini heads the list of professors scheduled to lecture at the newly instituted University for Foreigners in Perugia, Italy. His lecture topic will be "Ancient Rome on the Sea." The courses for the foreign students, the majority of whom are people who have long left college, embrace a variety of subjects, and the list of the professors who will give the various lectures and conferences comprises the first names among Italian men of letters, historians and philosophers.

Safety Course in Michigan Schools

When schools opened this fall a brand new course was instituted for every student in the State of Michigan —that of public safety. The Michigan State Police, the Detroit police department and the Detroit Automobile Club are combining efforts this year to reach every student and every parent with safety messages. This work will be carried on in the state by the troopers and in Detroit by the club and the local police safety department. The educational plan is for a uniformed state trooper to visit every school in the rural districts with automobile club workers and present a safety program. Following such talks the boys and girls will be enrolled in the junior state police. They will be given pledge cards which have to be signed by parents.

Self-Rule Ends At Wisconsin

Men students at the University of Wisconsin have abandoned the task of self-government after twenty years of trying to find a way to administer the discipline power granted to them by the faculty and the regents. Beginning with the fall semester the full control of discipline of men students will pass back into the hands of the faculty. Steady decline of student interest in its legislative and judicial organizations during recent years is given as the cause. It is agreed by the university authorities that the court died of inanition, and that the question of self-government generally has ceased to interest the men students.

Chair of Pacificism Established at Kiel

A chair of pacifism has been established at Kiel University. Dr. Walther Schuecking, member of the Reichstag, has been assigned to Kiel by the Prussian Ministry of Education as professor of international law and of the history of international pacificism. Professor Schuecking was one of the five German delegates to the Versailles Peace Conference and is one of the judges of the Hague Court of Arbitration. Before and during the war Professor Schuecking was professor of international law at the University of Marburg. His bold espousal of a "peace without annexations," however, brought him in frequent conflict with the imperial regime.

32 B. U. Graduates Heads of Colleges

President Daniel L. Marsh, in an address at the opening exercises of the Boston University law school this fall, stated that thirty-two college presidents are graduates of Boston University and that another alumnus will be inaugurated as head of a college next month. He also said that no matter who is elected United States senator from Massachusetts in the November election, Boston University will be honored, as William M. Butler, Republican, and David I. Walsh, Democrat, are graduates of the law school.

Chicago Schools To Teach by Radio

The educational value of radio in public schools is to be tested in Chicago. Announcement has been made that WMAQ, the Chicago Daily News radio station, will officially co-operate in furnishing instruction for half-hour periods three times each week to school children. Miss Fanny R. Smith, principal of the Goudy School, is one of the prime movers in arranging a program beginning October 4, which will include talks by some of the most prominent men in the city.

Child Prodigy, 9, In High School

William J. Greenler, Jr., aged 9, who when but seventeen months old knew the alphabet thoroughly, who could read intelligently a history of the Revolutionary war at the age of two, and who first went to school in 1924, is now a freshman in good standing at the Johnson High School, North Andover, Mass. He was graduated from grammar school last June and wrote and read a class salutatory address that would have done credit to a high school senior. In size he is in keeping with his age, and is not only the youngest but also the smallest student enrolled at the school. The brilliant lad is not the only child prodigy in the family, for his sister, Mary Louise Greenler, who is but six years of age, is in the third grade in grammar school.

Pupils Come by Water Route

At the junction of the North and South Coos Rivers in Oregon there stands a large modern school which gets its pupils entirely by boat. This section of Coos county is not unlike Venice, the ranchers using the streams for highways and caring little or nothing for roads. These river ranches are extremely scenic and profitable.

Modern French Girls Aim To Help Husbands

According to Mlle. Caron, the directress of the Fenelon school in Paris, the high school girl in France dreams of how she can help her husband. The Fenelon school has an enrollment of 1,200 girls who are mostly daughters of state officials and of families of a good social position. "Formerly teaching was the first and only thing they thought of; now they and their parents are ready to consider other careers," Mlle. Caron said. "They are encouraged to become chemists and lawyers. As law clerks they earn 12,000 to 13,000 francs a year (under $400), with a month of holidays each year and three months when a baby is born."

Teacher Group Shows Helpful Spirit

Members of the Teachers' Club at Gooding College, Idaho, composed of students who have previously taught or are preparing for teaching, have volunteered to assist students of the college who are in danger of failing in their studies.

New University Only 33 Stories

Instead of the fifty-two originally planned, the proposed cathedral of learning of the University of Pittsburgh will have only thirty-three stories according to an announcement revealing the revised plans for the structure. The plans have been filed with the bureau of building inspection in Pittsburgh.

Mute Institute Has Fine Record

Of more than 5,000 pupils who have attended the New York Institution for the Instruction of the Deaf and Dumb, during the 107 years of its existence, nearly all have become self-supporting and useful citizens.

Trade Schools For Women in Ecuador

Establishment of trade and industrial training schools for women in the capital of each province in the country has been authorized by the provincial government of Ecuador.

The Doorway to English

RADER and DEFFENDALL

OFFERS important developments in the teaching of English, such as: self-checking standards, recognition of difference between writing and reading levels, development of originality in the child.

Three-Book Series.

JOHNSON PUBLISHING CO.

RICHMOND VIRGINIA

TREND OF THE TIMES

Calls Peace in Industry Greatest in Our History

Industrial peace between employers and employes has never been greater in the history of the country than at present, declares Robert H. Spahr, in charge of the employer-employe service of the Department of Manufacture of the United States Chamber of Commerce. "Even considering the several scattered eruptions now existing between employers and employes, this is true," he said. "A growing and fuller realization on the part of the management of the importance of the human relation in industry has been, I believe, responsible in no small measure for this relationship."

India Rapidly Absorbs Major Share of Gold

India and China last year absorbed seventy per cent. of the world's silver production, according to the Department of Commerce, while India alone took fifty-five per cent. of the world's gold production. India, since 1900, the year it began rapidly to absorb gold, has imported 73,000,000 ounces approximately valued at $1,508,910,000. Last year India bought 107,892,555 ounces (troy) of silver valued at $73,263,157, and took 10,393,867 fine ounces (troy) of gold worth $220,581,836.

Music Courses Offered To Musicians for Hospitals

An offer of free scholarships to musicians willing to be trained in giving appropriate music to the sick in hospitals has been announced by the National Association for Music in Hospitals (New York). So many requests have been received from hospitals all over the country, particularly from the military hospitals of the Pacific Coast, that the training of classes will begin at once instead of the first of the year.

Japan Changes Colonization Policy

An announcement has been made in Tokyo by a government official that Japan has reversed its odd immigration policy, and that instead of sending her excess population to places where it is not wanted she will send it to colonize Japanese possessions. The announcement, made in connection with the coming South Pacific Trade conference, added that the present Japanese policy was to increase trade, especially with South Pacific countries.

Sleepless Race By Chemistry

Irenee duPont, of E. I. du Pont de Nemours & Co., recently declared that sleep as a necessity for humans may be done away with entirely through the development of chemistry. Pointing out that some adults sleep a greater number of hours than others, Mr. du Pont said it seemed likely this was due to some human systems requiring a longer time to work out poisons that accumulate. "Would it not seem likely," he said, "that the reactions may be hastened by some catalytic agent, or even that the antidote itself may be prepared and administered, thereby either decreasing the amount of sleep required or even doing away with the necessity of sleep entirely?" Such a discovery, he said, would add more than fifty per cent. to our hours of production and of pleasure and would greatly decrease the cost of housing and of factory production.

Philippines Cost U. S. Half Billion Since 1898

Twenty-eight years' guardianship of the Philippine Islands has cost Uncle Sam more than $500,000,000. This tidy sum includes the cost of military and naval operations in the Philippines during the Spanish-American War, the $20,000,000 paid Spain for relinquishing its claim to the islands, and approximately $12,000,000 spent annually for the defence and maintenance of order in the islands themselves. The annual revenues have been sufficient to meet the expenses of the domestic government and to provide for construction and maintenance of roads and harbors and similar public services. The revenues reached their peak in 1924 at $37,035,101. The question before leading native advocates of absolute independence for the islands is where money to finance an army and navy for defence and to keep peace in the islands could be found if the United States were to withdraw. In the last three years it is estimated that the army and navy together expended over $40,000,000 in the islands.

Germany Elected To League of Nations

The Assembly of the League of Nations has voted unanimously to admit Germany into the organization. The assembly also approved the assignment to Germany of a permanent seat in the league council, and an increase in the number of non-permanent council members from six to nine. The United States and Russia are now the only great nations outside the League. Spain has threatened to quit the League because of her failure to obtain a permanent seat. Hope is still felt, however, that she will accept a non-permanent seat. Germany's joining the League brings a basic change in international politics as they have existed since the World War. Since the Peace Conference, Germany has been politically a pariah, but now she is back in good standing with international society, nor was any voice heard at Geneva to regret the German reinstatement.

France Limits Sale of Foods

The French government has included war menus in its program of national restrictions. Among other measures, restaurants are forbidden to offer customers more than two meat or fish dishes. This restriction, intended to check exaggerated consumption especially in expensive places frequented principally by foreigners, has brought out many complaints from restaurant owners. The government policy to restrict waste also will be exercised in a measure designed to encourage the eating of stale bread in order to diminish the amount of wheat imports. A strict supervision of wholesale and retail markets all over the country is announced. Prices will have to be posted in every shop and store.

Auction for U. S. Lines

The giant vessel Leviathan and its sister ships of the United States lines as well as the American Merchant Line and three other vessels, were ordered to the auction block by the Shipping Board. At a special meeting the board authorized advertisements for bids for the large passenger vessels, pride of the government fleet, which ply between New York and European ports. There are fourteen ships in the lot to be advertised. Bids will be opened November 14.

The BOOK TABLE

SELF-DIRECTION AND ADJUSTMENT. By Norman Fenton, Ohio University. In Measurement and Adjustment Series, edited by Lewis M. Terman. Cloth. 121 pages. Yonkers-on-Hudson, New York: World Book Company.

In an unusual and important way this book of Professor Fenton distinguishes between the mere learning a subject by rules and directions and learning it because he has learned how to learn a subject. The very title of the book shows this to have been the thought of the author. Adjustment through self-direction can mean but one thing, namely, that the child is functioning and is not being functioned, that he has learned to learn.

Self-adjustment, which is learning to learn, is a primary purpose of education, and such concrete help in this as this book gives, can but help a student throughout his life. Use of this book will help to reduce the number of failures in the classroom. For, as Dr. Terman points out in the introduction, many failures are due to lack of adjustment and to ignorance of methods of study, rather than to lack of capacity. The content of this book should interest the teacher also, and, in fact, the principles of mental hygiene which it takes up are of importance to every one engaged in mental work.

MASTERING ENGLISH. An Elementary Exercise Book for Foreigners. By Frances Clendening, Technical High School, Detroit, Michigan, and Maude Clendening Lower, Dekalb, Illinois. New York: The Macmillan Company.

We cannot serve authors or our readers better than by quoting from Dr. John H. Beverage's admirable introduction:—

"In a time of educational ferment many new plans and schemes are tried; no one of them solves all the difficulties, yet each of them has something of good in it. The teaching of English in elementary schools has been going through a period of experiment, and we are now prepared to evaluate the new ways and to use what is practicable and useful from all of them. It is agreed that grammar must be taught; but we now examine the rules carefully to decide what ones are most needed, and we eliminate fine distinctions and borrowings from the grammar of other languages. Whatever grammar is needed is to be taught, and no more—functional grammar. Furthermore, rules are to be stated in as plain language and with as few technical terms as possible; yet technical terms must be used when they are needed. The great value of habit training is appreciated; but we associate it closely with the teaching of grammar, avoiding mere hit-or-miss administration of miscellaneous exercises; with a definite plan, grading, and progression, the habit-training exercises can be made to illuminate the grammar at the same time that they fix correct habits."

DANIEL DU LUTH, OR ADVENTURING ON THE GREAT LAKES. By Everett McNeil. Cloth. Illustrated. E. P. Dutton and Company.

Many present-day circumstances intensify the advantage of having exploits on the Great Lakes render a real service. It is well worth while for international peace and happiness to have American youth thrilled by French adventure on this continent.

Everett McNeil has already established himself as a popular writer for youth and adult, but this book of thrilling adventure adds materially to his reputation.

MODERN METHODS IN HIGH SCHOOL TEACHING. By Harl R. Douglass, University of Oregon. Cloth. 545 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The better high school has come from a better public atmosphere rather than from the professional wisdom of the schools or colleges. Every study that has been made of high school faculties reveals an intense devotion to subject taught rather than to the high school students as a group. The public has resented this, and gradually textbooks are yielding to this public demand. Any study of the teaching of student-teachers in University Schools of Education even five years ago, and to a large extent even now, placed the emphasis almost exclusively upon a "subject." The testimonials sent out by the placement department put ten times as much emphasis upon subject-teaching skill as upon leadership of adolescent girls and boys, and naturally textbooks for high school student-teachers were built upon that plan. There are evidences that there is a change of attitude in university schools of education and teachers' colleges in response to the new public demand, and "Modern Methods in High School Teaching" is evidence of readiness to accept "Modern Methods" even in secondary schools.

WHAT HAPPENED IN THE ARK. By Kenneth M. Walker and Geoffrey M. Boumphrey. Drawing by Dan Jacobson. Cloth. New York: E. P. Dutton and Company.

We are a bit troubled that we have enjoyed this semi-facetious account of the Ark which Noah, Shem, Ham and Japhet had so much trouble with, when all sorts of animals had all sorts of experiences with one another in close quarters for so many days.

We are sure that some of our ultra-religious friends would question our reverence for the Bible story of Noah and his Ark if they should have seen how fascinated we have been with "What Happened in the Ark," but we have a suspicion that Walker and Boumphrey are the first authors who have even hinted at what happened to the animals of pre-Ark days, because of their forced life in close quarters. It was enough to make wild animals of animals that had lived in peace and quiet so long as none of them had occasion to be disturbed by any animals other than their own kith and kin, but living with every other kind of animals, with no freedom for the enjoyment of one's native tastes, was certainly enough to make those with a beastly nature to become beastly when they had a chance.

Seriously, we have never seen such a skilful characterization of the traits, physical, intellectual and social, of all varieties of animals as are here given in the account of the mischievous and almost vicious state of mind of the various animals under unexpected provocation. We are not quite sure what the theological effect will be upon children, but it has had no ill effect upon our theology, and it has had a highly beneficial effect upon our zoology.

ACCOUNTING PRINCIPLES AND BOOKKEEPING METHODS. By H. A. Finney, Northwestern University. New York: Henry Holt and Company.

Bookkeeping may be defined as the mechanical procedure of recording the transactions which affect the assets, liabilities and capital of a business or other economic unit. Accounting, on the other hand, comprises a body of legal, industrial, commercial and financial principles which must be taken into consideration in determin-

ing how business transactions affect the value of the ass and the amount of the liabilities, the profits and the capital.

One speaks of accounting principles and of bookkeeping methods. The accounting principles determine the facts to be recorded, while the bookkeeping methods are merely devices and procedures for recording these facts. Thus, accounting recognizes the legal fact of a contingent liability on a discounted note receivable; the credit to Notes Receivable Discounted account is a bookkeeping device by which this contingent liability is recorded.

There is an accounting principle which requires that profits shall not be anticipated; profits are realized only by sales, and a sale is not made until title has passed. The bookkeeper recognizes this principle, distinguishes between sales and consignments, and uses the Consignment Outward account as a bookkeeping method for recording the business transaction in accordance with sound accounting principles.

There is another accounting principle which requires that all losses shall be provided for in determining profits. The bookkeeper, governed by this principle, provides for the expenses of depreciation and bad debts by using the bookkeeping device of reserves.

An accountant is a person who is trained in the knowledge of accounting principles. He may be a bookkeeper, an auditor, or an installer of accounting systems. But if he is to be a good bookkeeper, a good auditor or a good installer of systems, he should be a trained accountant. The bookkeeper should be an accountant so that he will not violate accounting principles in recording transactions; the auditor should be an accountant so that he will be able to detect errors of principle in the books which he is auditing; and the man who devises accounting systems should be an accountant so that he will provide a system which will enable the bookkeeper to record the transactions in a scientific manner.

This book of Finney's will help teachers who use it to accomplish two things. It will help them to train students to keep books, not by rote and not by rule, but with a knowledge of principles which will enable them to face any transaction, however unusual, analyze it, determine the and record it correctly. It will help them to stimulate the student's reasoning and analytical faculties.

GEOGRAPHY OF CONNECTICUT. By W. S. Dakin, Regional Supervisor, State Board of Education, Connecticut. Cloth. Illustrated. 161 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Connecticut has a more distinctive geographical, industrial, educational personality than has any other of the conventional states. It is important that New England boys and girls, especially those who are not of American parentage, should know the individuality as well as the conventionality of Connecticut, but it is even more important that teachers and students of the Far West individualistic states and of the mid-West states with well developed personality should sympathetically appreciate the traditions from which the conventionalized Connecticut has been evolved. No one has seriously attempted this as has W. S. Dakin, who knows the state civically, industrially, socially and educationally better than does any one who also has the educational and professional attitude to make good use of what he has learned from experience, observation and books.

A MANUAL FOR OBSERVATION AND TEACHING IN THE ELEMENTARY GRADES. By Katherine M. Anthony, State Teachers College, Harrisonburg, Virginia. Baltimore: Warwick & York, Inc.

The Harrisonburg, Virginia, State Teachers College is recognized as one of the outstanding institutions for training of teachers for skill in the art of teaching in the country, and Miss Katherine M. Anthony is a large factor in giving the institution its professional rank, and this manual is the embodiment of her theory and practice.

This manual is the foundation of a notebook to be used both in observation and in teaching.

In addition to guiding in the orderly arrangement of material the manual is a job analysis of teaching. It splits the complex process up into a series of definite goals. As a result the student makes an intelligent attack on teaching from the very beginning of the observation period. The student who thinks her way through a problem is able to move much faster than the one who blunders along. This method of work makes an active learner instead of a passive one.

This problem attitude in teaching is to no small extent dependent upon the method of attack in observation. Teaching is so complicated, requiring quick decisions in so many simultaneous problems, that no job analysis can give control without a preparatory period of careful observation. During this observation one learns to analyze a teaching situation independently. Safety lies only in learning to interpret classroom procedure in terms of educational principles. Once one acquires this ability she is ready to begin independent acquisition of technic.

INTELLIGENT PARENTHOOD. Proceedings of the Mid-West Conference on Parent Education. Chicago: University of Chicago Press.

These twenty-five addresses are of surpassing interest and value, not alone to parents, but to society. To our thinking, the outstanding paper is that of Dr. Frankwood E. Williams on "Confronting the World—the Adjustments of Later Adolescence," but the schoolmen's contributions, all valuable, are by Ernest Horn, State University of Iowa; Walter F. Dearborn, Harvard; Ira S. Wile, William H. Burnham, Clark University; Werrett Wallace Charters and Carleton Washburn. All of the addresses were direct in their helpfulness to parents.

THE BUILDING OF EUROPE. By John S. Hoyland, M. A. Cloth. Illustrated. New York: Oxford University Press.

In 170 pages, with 150 illustrations, there is a delightful portrayal of the Building of Europe Out of the Ancient World, The Middle Ages, Modern Europe, 1453-1559, The History of France, of England and of Germany, with a vivid picture of the makers of European History.

VISUAL INSTRUCTION
DAYLIGHT LANTERNS LANTERN SLIDES
STEREOGRAPHS STEREOSCOPES
A VISUAL AID FOR EVERY VISUAL NEED
SOCIAL SCIENCES PRIMARY READING
HIGH SCHOOL SCIENCES MAP SLIDES
Write for further information
KEYSTONE VIEW CO.
MEADVILLE, PENN'A

ESTABLISHED 1869

The

SAVING AND SANITARY QUALITIES

OF HOLDEN BOOK COVERS

Make them Indispensable in the Schoolroom

(SAMPLES FREE)

HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

GRINS BETWEEN GRINDS

Could Be Done

"In order to subtract," said the teacher, "things have to be of the same denomination. You cannot take three apples from four pears nor eight marbles from ten buttons."

"Please," said the grocer's son, "couldn't you take three quarts of milk from two cows?"—Exchange.

A Fatal Breather

"Mark Twain hated a gloomy man," said a New York editor. "Once, at a banquet, a very gloomy man sat opposite him. This man couldn't smile at the most amusing jokes recounted.

"'What's the matter with you?' cried Mark Twain. 'The stories are all good. Why don't you laugh?'

"'Ah, sir,' said the gloomy man, with a sigh, 'how can I laugh when I remember that every time I breathe a soul passes into the great beyond?'

"'Good gracious!' said the humorist. 'Did you ever try cloves?'"—Everybody's Magazine.

Another Kick

Customer—"What became of your new delivery clerk?"

Grocer—"Well, he used to be a chauffeur, and the idiot crawled under our horse to see why it wouldn't go."—The Progressive Grocer.

Safe Enough

Mother—"Johnnie, see what the baby has in his mouth."

Johnnie—"It's all right, mother; it's only a safety pin."—The Good Hardware Magazine.

Tit for Tat

"I'll give you fifty cents if you'll wash your face," said the college professor to his small son.

"Keep it and get a haircut," was the young hopeful's reply.

Not Uncalled For

A spinster living in a London suburb was shocked at the language used by two men repairing telegraph wires close to her house.

She wrote to the company on the matter, and the foreman was asked to report.

"Me and Bill Fairweather were on this job," he said. "I was up the telegraph pole and accidentally let the hot lead fall on Bill. It went down his neck. Then he said: 'You really must be more careful, Harry.'"—Exchange.

Gratitude

The Lady—"Are you fond of lobster salad, doctor?"

The Doctor—"No, I'm not fond of it, but I'm grateful to it."—Western Druggist.

Wm. B. Ittner, Inc.

Board of Education Building, St. Louis, Mo.

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

H. S. BALDWIN **T. M. HASTINGS**

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.

Established 1890 **6 BEACON STREET, BOSTON**

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. **8 Beacon Street, Boston**

Telephone Hay. 1678. **Established 1885**

The Pratt Teachers' Agency

70 Fifth Avenue NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools.

A Teasing Test

Scrutinize carefully the following sentence and state how many F's (either large or small) it contains:—

"The Federal national fuses are the result of scientific study combined with the experience of years."

Out of twenty persons of intelligence not more than two will get it right the first time, and a large proportion will not find more than three after being told there are more. Professor Walker, of Massachusetts Institute of Technology, submitted it to seventeen trained scientists used to looking for small things and sixteen failed. My secretary, immediately after typing it, found only three. Stanley Cobb (professor of neurology, Harvard Medical School), who fell, was much interested in it and its bearing on mental matters and intelligence tests. I showed it to a man trained in reading proof, who could find only four. It's not a fool stunt, but very interesting, as showing how little we see of what we look at.—Judge Charles Almy, in the Outlook.

Signers of Declaration

Twenty-three of the fifty-six signers of the Declaration of Independence were college-bred men, most of them graduates, according to the United States Bureau of Education. Harvard was represented by eight, William and Mary by three, Yale three, Cambridge (England) three, Princeton two, Philadelphia two, Edinburgh one, Jesuit College at Rheims one. Sixteen others received "excellent" or "classical" education, one of them at Westminster School, London. Two obtained all their formal instruction from tutors. Sixteen, including Franklin, Wythe, Roger Sherman and Robert Morris, had but little schooling.

"I am greatly impressed with the new work, Webster's New International Dictionary. It will be much more serviceable even than the old which we believed had reached the acme of excellence. The position of the New International as the standard work of references for public school use is secure."

PAYSON SMITH,
State Commissioner of Education.

Meetings To Be Held

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

The "Supreme Authority"

WEBSTER'S NEW INTERNATIONAL DICTIONARY

—THE MERRIAM-WEBSTER

Because

Hundreds of Supreme Court Judges concur in highest praise of the work as their *Authority.*

The Presidents of all leading Universities, Colleges, and Normal Schools give their hearty *indorsement.*

All States that have adopted a large dictionary as *standard* have selected Webster's New International.

The Schoolbooks of the Country *adhere* to the Merriam-Webster system of diacritical marks.

The Government Printing Office at Washington uses it as *authority.*

Write for Helps in Teaching the Dictionary, FREE.

G. & C. Merriam Co., Springfield, Mass.

Get The Best!

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association, C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. Free Registration

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago
437 Fifth Ave., New York
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring Promotion. Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York.

Kellogg's Agency recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York.

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.

ALVIN F. PEASE, Manager

Long Distance Telephone

Member of National Association of Teachers' Agencies